

THE

# COMMON SCHOOL JOURNAL.

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## ON IMPARTING COLLATERAL KNOWLEDGE, &c.

WE finish, in the present number of the Journal, the article commenced in the last, respecting Bills of Exchange and Promissory Notes. We have chosen to give an example, in this way, of that kind of collateral knowledge which all teachers should blend or interweave with their daily lessons. We have not gone into any technical or professional niceties, because we do not propose to make all children lawyers ; but no child, of either sex, ought to leave our district schools, without knowing, at least, as much of the legal requirements respecting common business transactions, as we have set forth in these articles.

### THE TRANSFER OF NOTES.

A note may be transferred by delivery, or by indorsement.

AS TO TRANSFER BY DELIVERY. — The rule is, that no person whose name is not on the note, as a party thereto, is liable *on the note*.

Therefore, when a note payable to bearer, or indorsed in blank, is transferred by the holder, *by delivery only*, the party transferring it is not liable upon it.

By not indorsing it, he is understood to mean that he will not be responsible on it ; and such, therefore, is the contract between him and the party receiving it.

But if, in such case, the note is received, by the party to whom it is delivered, as a conditional payment of a debt previously due him, or as a conditional satisfaction of any other valuable consideration then given, the party transferring it, if the note is dishonored, (that is, if not paid,) on legal presentment and notice, will be responsible for the debt, or consideration, though not directly suable on the note.

And though a party transferring a note by delivery only, is not liable *on the note*, he is not exempt from *all* obligations or responsibilities.

In the first place, by legal implication, he warrants his own title to the note, and his right to transfer it by delivery.

Then he warrants that the note is genuine, and not forged or fictitious.

And he warrants, moreover, that he has no knowledge of any facts, which make the note worthless ; for instance, if the note be a bank note, and the party transferring it knows the bank has failed, and conceals this knowledge, his act is a fraud, and the consideration he received may be recovered back. The fraud makes void the contract. And even if the failure of the bank, at the time of the transfer, was unknown to either of the parties to it, it is the better opinion that the transferrer must bear the loss, because it is implied in the transaction that the note would be paid on due presentment.

**AS TO TRANSFER BY INDORSEMENT.** — When a note is payable to a person, or his order, it is properly transferable only by indorsement, as nothing else will give to the holder a legal title, so that he can, at law, hold the parties to the note directly liable to him.

By a mere *assignment* of a negotiable note, the holder acquires only the same rights that the assignment would give him, if the note were *not* negotiable.

No particular form of words is required to make an indorsement legal ; it is generally enough if the signature of the indorser is on the note, without any words at all ; and this is the usual mode of indorsing notes.

The indorsement may be on either side, or any part of the note, or on a paper annexed to it, and in ink or in pencil.

A note transferable by delivery only, may be indorsed ; and then the indorser incurs the same obligations and liabilities as if the note had been originally made transferable by indorsement only.

The time of indorsing a note may be material, for if a person, (not the payee of a negotiable note,) indorse it *when it is made*, he will be liable at all events, and not as indorser, but as guarantor. If he indorse it afterwards, (not being a regular indorser,) he will be liable if his act is founded on any legal consideration, but not otherwise.

Every indorser, by his indorsement, contracts with every *subsequent* holder of the note, —

1. That the instrument itself, and the signatures antecedent to his, are genuine.
2. That he, (the indorser,) has a good title to the note.
3. That he is competent to bind himself as indorser by his indorsement.
4. That the maker is competent to bind himself as maker, and will, on presentment, pay the note.
5. That if, when duly presented, it is not paid by the maker, the indorser, on due notice, will pay it.

An indorsement may be in "*blank*," or "*in full*," or "*restrictive*," or "*general*," or "*qualified*," or "*conditional*."

A "*blank*" indorsement is merely the name of the indorser written on the note.

After such an indorsement, a note may be transferred by delivery only, and be circulated like a bank note; and any holder may write out, over the indorser's name, the contract *implied by law* on the part of the indorser, and sue upon it.

An indorsement is said to be "*in full*," when it mentions the name of the person in whose favor it is made, and then the indorsee can transfer his interest in it only by writing his own indorsement on it.

In order to make an indorsement "*restrictive*," there must be express words, showing that intent; as, "Pay to John Stiles *only*."

An indorsement is said to be "*general*," when it is in blank, or payable to the indorsee or *order*.

A "*qualified*" indorsement is one which affects the liability of the indorser, but not the negotiability of the note; as when to the indorsement is added, "*without recourse*," or "at indorsee's own risk," &c.

A "*conditional*" indorsement limits the validity of the indorsement to some future event, and may be either precedent or subsequent; as, 1st, "Pay John Stiles the within on my marriage;" or, 2d, "Pay John Stiles, or order, the within in six months, unless he sooner receives it from my agent." Here the marriage must precede the payment, for it is the event on which the validity of the indorsement depends. In the second case, the receipt from the agent defeats the indorsement.

Whoever receives an indorsed note, contracts with the indorser, (and if there are many, with each of them,) that the note shall be presented to the promisor for payment at the proper time; that no extra time for payment shall be allowed; and that notice of non-payment shall be immediately given to the indorser; and a default in any of these particulars discharges the indorser, because his contract is founded or conditioned on them.

Due presentment for payment requires that the note should be presented *as soon as it becomes due*. If the holder could delay a day, he might two days, or a year; but any delay may injuriously affect the indorser, and his remedy against other persons. Therefore, if the holder of the note does not present it to the promisor *on the day* it becomes due, the indorsers are discharged.

And the rule is so, although the holder received the note so near the time of its maturity as to make the demand in legal time impossible.

And such demand for payment is required though it is known that the maker is dead or an insolvent.

Promissory notes are usually drawn payable so many days or months after date, or on demand.

When the day of payment is made certain by the note, the day of the date is excluded in calculating the time it has to run. — *Ex.* A note dated "*January 1st,*" and payable "*ten days after date,*" is payable the 11th January, (making no allowance for grace.)

Where a note is payable "*one month*" after date, the month is always a calendar month. — *Ex.* If a note is dated January 30th, payable "*in one month,*" it is payable on the last day of February, though that month has only twenty-eight days.

But now, by the usage of merchants, and statutes confirming that usage, "*GRACE,*" or three days' delay, is allowed on all negotiable instruments payable on time; so that, if a note is dated January 1st, payable "*in six months,*" it is payable on the 4th day of July. Hence the day of date of payment is excluded in calculating the grace.

If the last day of grace falls on a Sunday, or other holiday, the note is payable on Saturday, or on the day before the holiday; but if the first day of grace is Saturday, the note is payable on the Monday following.

In Massachusetts, all notes by their provisions payable on Thanksgiving-day, or on the Fourth of July, are made by statute payable on the day preceding, and notice of the non-payment needs not to be given to the indorsers till the day after the holiday.

Where a note is made payable on demand, the time at which payment must be demanded depends on the circumstances of the case, the rule being that payment must be demanded *in reasonable time.*

And in Massachusetts, by statute, the indorser is excused, if the demand for payment on the maker is not made within sixty days from the date of the note.

The rule, too, is, that payment must be demanded *in reasonable hours*; and what are reasonable hours is fixed by the usage of the place where the note is payable.

These hours are commonly called *banking* hours, because they are the hours during which the banks are open.

If a note is payable generally, that is, without any place being designated, it may be presented at the maker's counting-house or dwelling-house. If it is presented at the counting-house, it must be within the hours in which, by the usage of the city or place, counting-houses are kept open; if at the dwelling-house, then at hours while the family are up, and the maker may be presumed not to have gone to bed.

And where a note is made payable at a particular place, the demand must be at the place fixed, as well as at the proper time, otherwise the indorser is discharged.

Where a note is payable to a partnership, presentment to either of the partners is sufficient. Where the promisors are only joint contractors, and not partners, demand must be made on each.



The demand must be made *with the note* ; and if any particular bank or place is fixed for payment, the note must be there, in order to make the demand valid.

In cities, it is a practice to have notes presented for payment by notaries public ; and if dishonored, to have them protested ; but this is a convenience, and not a legal requirement.

On the failure of the maker to pay, the holder must give due notice of it to each party liable to him, and if he fails to do so to any party, such party is discharged.

And when the indorser lives in the same place with the holder, notice may be given on the day when the demand was made, or the day after, but not later.

When the indorser and holder live in different towns, the notice may be by mail, by special messenger, or by private hand.

And notice by the mail on the day, or the day after, is good, but not later.

Where there are numerous indorsers, each is entitled to notice, and each is to give notice to all parties prior to himself ; and each indorser has *the next day after receiving notice*, in which to give notice to any prior party whom he seeks to hold liable to himself.

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#### HOW TO TALK.

It was several days since the commencement of the new exercise, and the boys had acquired great readiness in correcting each other's errors. The parents, also, many of whom had their doubts, at first, whether it was best for the school to spend their time in this way, had become quite satisfied with the arrangement. Indeed, they even found themselves instructed by the remarks and questions of the children, and were more careful than before in regard to the language which they used.

Our readers must not suppose, from the number of mistakes made, that Mr. Cummings had a very ignorant, backward school. It was quite equal to most of the schools in New England for scholars of the same grade ; and many of the errors corrected in school were brought in as examples merely, and not used by the pupils.

"We are ready," said Mr. Cummings. "As many of you as the time will allow may present a wrong expression to be corrected. You need not name the author, however. James Hill, what is your example?"

"It is kinder cold this mornin'."

"What errors?" "The word *rather* should be used, instead of *kinder*, and the *g* should be sounded at the end of the word *morning*."

"The next. What is your example?" "A whapping great apple."

"What impropriety?" "*Whapping.*" "To what class of errors does the example belong?" "*Vulgarisms.*" "The next may give his sentence." "Is this yourn or mine? It should be *yours*, instead of *yourn*." "Are there other similar errors?" "There are. *Hern* and *ourn* are sometimes used for *hers*, and *ours*." "Samuel, you may proceed." "A boy in the street asked me, this morning, if I had seen his '*caow*.' It should have been *caw*, without the sound of *a* before the *ow*." "Have any of you heard other words similarly mispronounced?" "Yes, sir, — *Haow*, *naow*." "I am very glad that the error is not found among the members of this school."

Our readers will remember John Slater, whose peculiarities excited some smiles at first. He was now fast improving in his pronunciation and use of words, and showed, by the phrases which he proposed for correction, that he was quite discriminating.

"John," said Mr. Cummings, "what improprieties have you noticed to-day?" "One of the class in arithmetic said, this morning, that our lesson to-day was 'the six first examples in compound substraction.' It should have been, *the first six*, instead of *six first*, and *subtraction*, instead of *substraction*." "Very well. Our half hour has nearly expired. At the next exercise we will commence a more systematic course. You may confine your examples, to-morrow, to improprieties of address, or improper language in speaking to others." — *Youth's Companion*.

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[For the Common School Journal.]

MR. EDITOR; — On reading an editorial article in a late number of your Journal, entitled "A Prize! A Prize!" I felt a strong sympathy with the teacher there introduced.

Having been myself more than once placed in a similar situation, and therefore called upon to make the subject clear to the minds of my pupils, I have explained it on this wise: Is it any excuse for us, that those holding high and responsible offices do wrong? I know we find many, who should be an example for the young, not only guilty of impropriety, but of crime; but this only serves to show us how liable we are to be led away by temptations, and that the only safe rule is, to be guided by our principles of right, noticing the faults of others only to avoid them.

I can only say, in excuse for them, that they did not live under our present school system; they had not the advantages we now enjoy, when they were young. The state of society might have been different, and, seeing how difficult it is for them to break off from a habit when once formed, is it not a sufficient reason, nay, a *visible testimony*, why we should refrain from all improprieties?

Our parents have done much for us by improving our free schools. This places us in a responsible situation; for if much has been done for us, then of us is much required. We should show by our conduct that we are not unmindful of the high privileges we enjoy, but are using them to the best advantage. The best life we can live will not repay them, but it will cheer and comfort their declining years.

I hope we shall ever keep in remembrance the fifth commandment, and recollect that the highest honor we can bestow on our parents is to imitate their virtues.

A READER OF THE JOURNAL.

[For the Common School Journal.]

### THE CUBE ROOT.

No. 2.

WE have confined ourselves as yet to the extraction of the root of perfect cubes. We proceed now to obtain the approximate root of imperfect powers.

Let us extract the cube root of 3, and carry the root to three places of decimals.

	3 ( 1.442
	1
1st trial divisor, 3	) 2.0
$3.4 \times .4 = 1.36$	1.744
1st true divisor, 4.36	.2560
.16	.241984
2d trial divisor, 5.88	.0140160
$4.24 \times .04 = .1696$	.012458888
2d true divisor, 6.0496	.001557112
.0016	
3d trial divisor, 6.2208	
$4.322 \times .002 = .008644$	
3d true divisor, 6.229444	

Find the greatest power in 3. Extract its root, and write the root in the quotient. Subtract the power, and 2 is the *first remainder*. Form the first trial divisor by taking three times the square of the first root figure, and write it in its place. The next root figure will be tenths; and therefore, since the divisor is units, the remainder must be reduced to tenths. Having found the second root figure, proceed, as already directed, to form the first true divisor, which is 436 hundredths; and which, being multiplied by .4, will produce 1744 thousandths. The second

trial divisor is hundredths ; and, as the third root figure must be hundredths, the second remainder must be reduced to ten thousandths. Thus, step by step, the student may determine the value and denomination of each figure found.

Notice that, after the second root figure is found by means of the second trial divisor, no denominations lower than hundredths need be used in the divisors ; hence all the figures to the right of the 4, in the second true divisor, and in the numbers below, may be omitted, and the work may be represented thus :—

$$\begin{array}{r}
 \begin{array}{r}
 3.4 \times .4 = \begin{array}{r} 3 \\ \hline 1.36 \end{array} \\
 4.2 \qquad \begin{array}{r} 5.88 \\ \hline 17 \end{array} \\
 \hline 6.05 \\
 \hline 6.2
 \end{array}
 \qquad
 \begin{array}{r}
 3 \text{ ( } 1.442 \\
 \hline 1 \\
 \hline ) 2.0 \\
 \hline 1.744 \\
 \hline .256 \\
 \hline .242 \\
 \hline .014 \\
 \hline .012 \\
 \hline .002
 \end{array}
 \end{array}$$

As we want nothing lower than thousandths in the root, we retain no denomination lower than thousandths in the remainder, and hence retain those denominations only in the divisors which will give us ten thousandth figures in the root.

We will carry the extraction of the root of 3 to six places of decimals.

$$\begin{array}{r}
 \begin{array}{r}
 \text{1st trial divisor, } 3 \\
 3.4 \times .4 = \begin{array}{r} 3 \\ \hline 1.36 \end{array} \\
 \text{1st true divisor, } \begin{array}{r} 4.36 \\ \hline 16 \end{array} \\
 \hline 5.88 \\
 4.24 \times .04 = \begin{array}{r} 1696 \end{array} \\
 \hline 6.0496 \\
 \hline 16 \\
 \hline 6.2208
 \end{array}
 \qquad
 \begin{array}{r}
 3 \text{ ( } 1.442 \\
 \hline 1 \\
 \hline ) 2.0 \\
 \hline 1.744 \\
 \hline .2560 \\
 \hline .241984 \\
 \hline .014016
 \end{array}
 \end{array}$$

We have now a remainder of millionths ; and, as we wish no denomination lower than millionths in the root, we shall obtain no subtrahends of a lower denomination than millionths. As we have already thousandths in the root, and ten thousandths in the last divisor, it will not be necessary to add to the divisor any number of a denomination lower than ten thousandths.



The pupil will readily understand now the rest of the process.

3d trial divisor, 6.2208	) .014016 ( 1.442249
$4.32 \times .002 = .0086$	.012459
3d true divisor, 6.2294	.001557
4th trial divisor, 6.238	.001248
1	.000309
4th true divisor, 6.239	.000250
6.24	.000059
	.000056
	.000003

The ciphers have been written merely to exhibit more clearly the denomination of the remainders, but they may evidently be omitted.

No denomination less than millionths is found in the subtrahends; but in multiplying the divisors by the root figures, something may be to be carried to the millionths; and if the ten millionths figure is 5, or larger than 5, it should be called a millionth.

For example, in multiplying the third true divisor by .002,  $.0004 \times .002$  will give .0000008; we call the eight ten millionths one millionth, as the error is less by doing so than by omitting the figure.

To extract the cube root of fractions, the denominator must be a perfect cube. Vulgar fractions may be reduced to decimals; and according to what has just been said, the decimal fraction whose root is to be extracted must have the number of its figures some multiple of 3. T.

**A COMPOUND ACHROMATIC MICROSCOPE MADE BY AN AMERICAN ARTIST.** — We have lately had the pleasure of examining a microscope of high power, with some account of which our readers may be interested, both for the actual merit of the instrument, and for the circumstances under which it was made.

Mr. Charles Spencer, of Canastota, in this State, visited our city about a year ago, and had, through the kindness of a professor in one of our schools of medicine, an opportunity of examining a microscope made by Chevalier, of Paris, under the orders of the celebrated Jussieu, of the Garden of Plants. Spencer had never seen one of these instruments before; but, after a careful examination, he surprised the professor, by remarking, with all the simplest confidence imaginable, "I could make a better microscope than that." The person to whom this boast was made, often, during the next six months, amused his friends

with the Yankee presumption of the backwoods artist, who so confidently claimed superiority over the first optician in France. The jest lasted but six months, however; for, at the end of that time, the professor was invited to examine two lenses,—one of high power, made by Mr. Spencer. To his unbounded astonishment, they proved to be of the highest order of excellence; and, as a reward to native ingenuity, he ordered from Spencer a microscope, to be modelled after those of Chevalier, and, of course, as much better as the native could make it. This instrument has just been completed, and placed in the hands of the owner.

It has already been examined by Professor Bailey, of West Point, who has no superior as a microscopist in this country; by Professor Torrey, who had long been in the habit of using one of Chevalier's best instruments; by Professor Clark, Dr. Gilman, and others of our *savans*, who all unite in pronouncing it excellent. Professor Bailey says it is "decidedly superior to Chevalier's," and adds, that he could do all with it that he could with the Lowell instrument at Boston.

Thus has one of our countrymen, self-taught, and almost without experience, (for Spencer has made but very few instruments, and not one on the model of this,) taken his place beside the oldest and most experienced opticians of Europe. We are happy to hear that he is already reaping the fruit of his labors. Professor Henry, of the Smithsonian Institute, has ordered a large instrument, — Dr. Clark two, — and others, we doubt not, will follow. No man need hereafter import a foreign instrument. We can add these to the number of our domestic manufactures. — *The Literary World*.

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IN our last number we gave a list of questions, propounded to candidates for teaching the Public Schools in Columbus, Ohio. Below is a list of questions lately submitted to candidates for the place of master in the Grammar Schools of Boston.

INSTRUCTION IN READING. — 1. What is the difference between the name of a letter and its power?

2. How would you teach the powers and the names of the letters?

3. How would you give habits of distinct enunciation?

4. How of correct pronunciation?

5. How avoid the harsh, monotonous tone common in schools?

6. How avoid a rhetorical style?

7. How form a natural style of reading?

8. How would you excite attention to the sense of what is read?

9. What should be done when proper names occur in the reading lesson?

10. When historical or other allusions?

11. How will you make a pupil understand what he reads?

IN SPELLING. — 12. How is spelling to be taught? By the ear or by the eye?

13. How by the ear?

14. How by the eye? Which of these is the more important?

15. Should spelling be taught with or without reference to the sense of the words to be spelt?

16. What else may be taught at the same time?

IN LANGUAGE. — 17. How is the meaning of words to be taught?

18. What do you think of learning columns in a dictionary?

19. What use should be made of a dictionary?

20. What use should be made of the slate or black-board, in teaching language?

IN GRAMMAR. — 21. What should be the object in view in teaching grammar?

22. How would you teach the parts of speech?

23. How the formation of simple sentences?

24. If children have the habit of using false grammar in conversation, how is this habit to be corrected?

25. What is the best mode of parsing?

26. What is the best mode of analysis?

IN GEOGRAPHY. — 27. How would you begin?

28. How should an interest in the study be excited?

29. How would you give correct ideas of the distance of places, the length of rivers, or the height of mountains?

30. In what order should the following things be taught, viz.:  
1. Natural divisions. 2. Capes. 3. Islands. 4. Seas. 5. Lakes.  
6. Mountains. 7. Rivers. 8. Civil divisions. 9. Boundaries.  
10. Capitals. 11. Productions. 12. Latitude and Longitude.  
13. Commerce. 14. Civilization?

31. Should any connection between geography and history be pointed out?

32. How would you teach map-drawing?

33. Why?

34. How early in the course?

IN HISTORY. — 35. What is the use of teaching history in school?

36. What history is most important?

37. How should it be taught?

38. What explanations should be given?

39. How far should oral instruction be given in this study?

40. How should young children be taught history?

41. What place should be given to chronology?

42. To geography?

IN ARITHMETIC. — 43. Why should mental arithmetic be taught?

- 44. How?
- 45. How long at a single lesson?
- 46. How often should the lessons recur?
- 47. How many weeks should they be continued?
- 48. Would there be any advantage gained by continuing instruction in mental arithmetic further than it is usually carried? Why?

IN COMPOSITION. — 49. What would be your first exercise in teaching composition?

- 50. When would you require single sentences to be written on the slate?
- 51. When would you require *essays*?
- 52. Would you converse upon the subject given out?
- 53. Would you recommend reading upon the subject?
- 54. If you gave lectures, would you require notes to be taken?
- 55. If so, what use would you require to be made of them?
- 56. What branch should you consider most important to be taught next after those which have been mentioned?
- 57. Why would you teach physiology?
- 58. How?
- 59. If no text-books were allowed, how would you teach it?
- 60. Why would you teach the philosophy of natural history?
- 61. Why would you teach geometry?
- 62. How?
- 63. Would you make any practical application of it with your pupils?
- 64. How often would you require reviews in the studies pursued?
- 65. What principle ought to determine when a review should take place?
- 66. Would you have general reviews at the end of the term?
- 67. At the end of the year?

GOVERNMENT. — 68. What should be the great object in the government of a school?

- 69. How would you secure good order?
- 70. How silence?
- 71. How prevent whispering and other communication?
- 72. How would you gain the confidence of your pupils?
- 73. How prevent absence and tardiness?
- 74. What punishments would you inflict?

MORAL INSTRUCTION. — 75. How are you to teach good morals, or improve the moral character of your pupils?

76. How can you excite the desire to elevate their own character?

77. How teach good manners?

78. How inculcate the love of truth?

79. On what subjects can oral instruction best be given?

80. In what manner?

It would be a good exercise for all teachers to write out careful answers to the above questions. — Ed.

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**OBEDIENT CHILDREN.** — All who have given attention to the subject must have noticed that the children in some families are much more obedient than those in others. In many cases, no doubt, this, in a great measure, is owing to the natural disposition of the children. And those parents who have children that are naturally kind and easy to be governed, know not the trouble and anxiety that many other parents have, who take equal pains in the management of their children, but still find it quite impossible to have them conduct as they may wish. Still, in the matter of obedience, many parents are themselves greatly in fault; they have been accustomed to give commands and directions without seeing them enforced. We will give an instance which came to the point: —

When travelling in Maine, in former years, we frequently called at the house of a man who had a singular set of children. There were several boys, the eldest not more than twelve years, perhaps. We heard the father, one day, say to one of them, —

“Go, Benny, and get a stick of wood.”

“I can’t, — let Knight go,” said the boy addressed.

“Well,” said the father, “you go, Knight, there’s a good boy.”

“I don’t want to, — Eph. may go,” said he.

“Then you go, Ephraim, that’s a man,” continued this modern Eli, to his third affectionate son.

“I shan’t do no such thing,” replied he; “if you want wood, you may get it yourself, father.”

So the *smart* father, without any further words, went out and got his wood, as his *obedient* son advised.

We could give other similar incidents which we witnessed in the same family; but this is enough. We have witnessed also such things in other families; but in all such cases we, of course, see disobedient, unruly children, for which the parents are mainly in fault. Parents should never direct their children to do any thing unnecessary or impracticable. But what they tell a child to do, they should insist on, and never yield till it is performed. A steady course of this kind will seldom, if



ever, require severe measures; and the honor, happiness, and usefulness of all parties require the parent to enforce obedience, when commands are once given. — *Olive Branch.*

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**RELIGION.** — Impress your minds with reverence for all that is sacred. Let no wantonness of youthful spirits, no compliance with the intemperate mirth of others, ever betray you into profane sallies. Besides the guilt which is thereby incurred, nothing gives you a more odious appearance of petulance and presumption in youth, than the affectation of treating religion with levity. Instead of being an evidence of superior understanding, it discovers a pert and shallow mind, which, vain of the first smatterings of knowledge, presumes to make light of what the rest of mankind revere. At the same time, you are not to imagine that, when exhorted to be religious, you are called upon to become more formal and solemn in your manners than others of the same years; or to erect yourselves into supercilious reprovers of those around you. The spirit of true religion breathes gentleness and affability. It is social, kind, and cheerful; far removed from that gloomy and illiberal superstition which clouds the brow, sharpens the temper, dejects the spirit, and teaches men to fit themselves for another world by neglecting the concerns of this. Let your religion, on the contrary, connect preparation for heaven with an honorable discharge of the duties of active life. Of such religion, discover, on every proper occasion, that you are not ashamed; but avoid making any unnecessary ostentation of it before the world. — *Blair.*

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**CAUTION TO THE YOUNG.** — The following anecdote appeared in the New Orleans National: —

“A hundred dollar bill of the Louisiana State Bank was paid into the Citizens’ Bank on Saturday last, with the following lines written on its back: —

“‘This is the last hundred of ten thousand dollars left me by my father. And whither is the money gone, — whither? It was squandered in gambling-houses, in bar-rooms, and in brothels. If this bill fall into the hands of any young man, let it teach him to flee from bad company; for it is that which has reduced me to my deplorable situation. I am lost, lost, forever lost!’

“‘The wages of sin is death,’ says the inspired writer. In this poor young man’s case, what youth, in the blindness of its avidity, calls pleasure, has led to something worse, — to despair, — if we may judge by the dreadful sentence which concludes his self-accusing meditations.”

**GEOMETRICAL PROBLEM.** — I will show you how to inscribe a *triangle* in a *quadrangle*. Bring a pig into the quadrangle of the college, and I will set the college dog at him, and he will take the pig by the ear ; then come I and take the dog by the tail, and the pig by the tail also ; and so there you have a triangle in a quadrangle. — *Aubrey*.

Perhaps in the same way might be solved that hitherto insolvable problem, *the quadrature of the circle*. — *Ed.*

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**PUS IN THE KIDNEY, OR PHYSIOLOGICAL IGNORANCE.** — Last week, we gave an account of an outrage at Sheffield, under the head of "Soldiers charged with Murder." In reporting the evidence, the Sheffield Iris gives the following statement of Mr. Branson's mode of cross-examination. Mr. Gregory, the surgeon, describing the *post mortem* examination, said, "The left kidney contained a small quantity of *pus*." — *Mr. Branson*. "I beg pardon, Mr. Gregory, but am I correct in understanding you to say, that you found a kitten in the deceased's kidneys?" (Laughter, in which Mr. Gregory joined.) — *Mr. Gregory*. "I never said so." — *Mr. Branson*. "You said you found a *little pus*. Did you mean by that a kitten?" — *Mr. Gregory*. "Certainly not." — *Jerrold's Newspaper*.

---

**THE WAY SOME PEOPLE COPY OTHERS.** — "Tom, a word with you."

"Be quick, then ; I'm in a hurry."

"What did you give your sick horse the other day?"

"A pint of turpentine."

John hurries home, and administers the same dose to a favorite charger, which, strange to say, drops off defunct in half an hour. His opinion of his friend Tom's veterinary ability is somewhat staggered. He meets him the next day,

"Well, Tom!"

"Well, John, what is it?"

"I gave my horse a pint of turpentine, and it killed him as dead as Julius Cæsar."

"So it did mine."

---

**"SERVED HIM RIGHT."** — At Pittsburg, a few days since, a man offered a lighted cigar to one of the elephants at the menagerie. The elephant acknowledged his politeness with a wipe over the ribs, which sent him half across the arena.

## THE WORDS OF STRENGTH.

THERE are three lessons I would write, —  
 Three words, — as with a burning pen,  
 In tracings of eternal light,  
 Upon the hearts of men.

Have *Hope*. Though clouds environ now,  
 And Gladness hide her face in scorn,  
 Put thou the shadow from thy brow, —  
 No night but hath its morn.

Have *Faith*. Where'er thy bark is driven, —  
 The calm's disport, the tempest's mirth, —  
 Know this, — God rules the hosts of heaven,  
 The habitants of earth.

Have *Love*. Not love alone for one,  
 But man, as man, thy brother call,  
 And scatter, like the circling sun,  
 Thy charities on all.

Thus grave these lessons on thy soul, —  
 Hope, Faith, and Love, — and thou shalt find  
*Strength* when life's surges rudest roll,  
*Light* when thou else wert blind.

## PUBLISHER'S NOTICE.

*This number completes the Ninth Volume of the Journal. The Tenth will commence on the first of January, and will, as far as possible, be conducted so as to meet all the wishes of our patrons. The friends of the Journal, or, rather, the friends of Common Schools, and of improved methods and means of instruction, are earnestly called on to extend the circulation of the Journal; and teachers in particular, who are so much indebted to it for the improved condition of the profession, are cautioned not to let it expire for want of support and encouragement.*

*Wm. B. Fowle.*

✉ *All Communications, Newspapers, and Periodicals, for the Editor, to be addressed to West Newton, Mass.*

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# INDEX TO VOLUME IX.

Abstracts of Returns, how prepared, 91, 116.

Acts relating to the Common Schools, with Remarks and Notices of Decisions, 145. To Territorial Organization for School Purposes, 145. To the Duty of Towns to maintain Schools, 148, 367. To School Districts, 161. To Prudential Committees, 162. To District Schoolhouses, 165. To School District Taxes, 166. To School Districts in adjoining Towns, 168. To Union School Districts, 169. To School Committees, 171, 367. To the Qualifications of Teachers, 173. To the Providing of Schools when Prudential Committees fail to supply them, 186. To Schools kept for all the Inhabitants of a Town, 188. To the Visitation of Schools, 188. To prescribing and supplying School Books, 191. To Religious Liberty, 194. To the Establishment and Duties of the Board of Education, 196. To School Registers, 199. To Inquiries and Returns, 204. To Reports of School Committees, 210. To School Abstracts, 211, 367. To Reports of the Board of Education, 213, 368. To the Purchase of Apparatus and School Libraries, 216. To State Normal Schools, 217, 368. To Teachers' Institutes, 221. To the Penalties for not providing Schools, 222. To the Discipline of Colleges, 222. To the Aid and Encouragement of Education, 224. To the Mass. School Fund, 224. To the American Institute of Instruction, 227. To the Deaf and Dumb, 227. To the Blind, 228. To the Manual Labor School, 228. To the Supply of Documents, &c., to other States, 228.

Alligation, Alternate, Processes in, 295.

Alms-Houses, evil Effects of, 294.

Alphabet, Significance of the, 40.

American Institute of Instruction, Grants in Favor of the, 227.

Angels, Earth's, Poetry, 238.

Appropriations, Increase of, since 1837, 94.

Attendance on Common Schools, Statistics of, 103. In the Boston Schools, 113.

## B.

Bacon, Rev. H., Lines of, on "The Little Candle," 304.

Bates, Hon. Wm. C., Address of, at the

Dedication of the Bridgewater Normal Schoolhouse, 52, 56.

Baynard, Miss Anne, Remarks of, in 1697, 335.

Bear, Dancing, Anecdote of a, 16.

Birds, Sympathy of, 285.

Blind, Acts and Grants relating to the, 228.

Blind Boy, Letter of a, to George IV., 286.

Board of Education, Tenth Annual Report of the, 49. Acts relating to, 196. Questions proposed by the, 204. Blank Form of Inquiry issued by the, 207. Duty of, in Regard to Abstracts of Returns, 211.

Boards of Education in R. Island, Maine, N. Hampshire, and Vermont, noticed, 55.

Books, the Use of, illustrated, 366.

Boy, Orphan, on the N. Y. Canal, 313.

Honest, Anecdote of an, 317. A pleasant Trait in the Character of a, 15.

Boyle, Mr., Remarks of, on the Alphabet, 47.

Bridgewater Normal Association, Account of the Annual Convention of, 281.

Bridgewater Normal School, Report on the, 51. Dedication of the, 52. Views and Plans of, 235.

Bushe, Chief Justice, Recipe of, for Rheumatism, 237.

Bushnell, Dr., Remarks of, on Christian Nurture, 293.

## C.

Candle, the Little, Lines on, 304.

Chauncy Hall School, Extract from the Rules and Principles of, 359.

Childhood, Neglect of, more expensive than the best Education, 13.

Children, what they were made to do and to be, 24. Of the Common Schools, who are they, and what to become? 79. Right of, to an Education, 131-143. Obedience to be required from, 331.

Christian Nurture, Remarks on, by Dr. Bushnell, 293.

Christian Treasury, Anecdote from the, 281.

Circus at Pittsburg, Receipts of, compared with Appropriations for Education, 317.

Clergymen, Recommendation to, not to use Tobacco, 307, 308.

Common Schools, Ancient Usage of the

Commonwealth respecting, 57. Various Modes of elevating the Standard of, considered, 70. Increased Apparatus of, 97. Improvement in the Government and Discipline of, 105. Picture of, as drawn by School Committees, 118. True Basis of, considered, 129. Laws relating to, 145. Statistical Tables relating to, 241-268. Common School Journal, Plan and Objects of, stated, 269. Common School System of Massachusetts. See *Acts relating to Common Schools*. Condit, Mr., Perseverance of, in obtaining an Education, 343. Conversation in Schools, how to be corrected, 373. Corporal Punishment in Common Schools, 105. Cottage Scene, Lines by Mrs. Sigourney, 320. Courtesy to be taught in Schools, 362. Cube Root, Processes for the Extraction of, 346, 375.

## D.

Davis, Rev. Emerson, Notice of, 53. Deaf and Dumb, Grants and Acts relating to the, 227. Diamonds, Gold and Silver, 275. Dietetics, the true Principles of, 344. Remarks on, 363. Discipline of the Common Schools, Condition and Amelioration of, 105. Authority of Teachers in Relation to, 196. Discount, a Problem in, 333. District Schoolhouses, Laws relating to, 165. Districts. See *School Districts*.

## E.

Earth's Angels, Poetry, 288. Editor, Remarks of, on the New Year, 1. Letter of, to Worthy Putnam, Esq., Co. Supt., N. Y., 17. Note of, on a Remark of Dr. Howe in Regard to Laura Bridgman, 48. Remarks of, on the Government, Resources, &c., of the Commonwealth, 229. On the Advantages and Power of Education, 231. Remarks of, to Subscribers, 269. Directions of, for the Conduct of Recitations, 289. Remarks of, on the Use of Tobacco, 305. Notice by, of Locke Amsden, or the Schoolmaster, 321. Remarks of, on imparting Collateral Knowledge, 353. Education, Policy of England in Regard to, 60. True Policy of the U. States in Regard to, 61. Natural Right of every human Being to, considered and argued, 131-143. Acts for the Aid and Encouragement of, 224. Advantages of, 231. Natural System of, 278. In New Hampshire, 309.

Elephant, Aversion of, to Cigars, 383. Enactments. See *Acts*.

Examination of Teachers and Schools, Improvement in the, 100. Written, Advantages of, 100. Laws relating to, 177. Set aside by the City of Boston, 178. Certificate of, necessary to the Teacher, 178. Amusing Account of, from Locke Amsden, 325. Specimen of Printed Questions for the, 364.

## F.

Fall River, Liberal Appropriation of, for the Purchase of School Apparatus, 98. Father's Advice to his Son, 332. "Father, forgive them," a Paraphrase, 32. Female Teachers, increased Employment of, 95. Fish tamed by a little Girl, 351. Foster, John, a Comparison by, 303.

## G.

Good Behavior, Duty of teaching it, 181. Gospel Banner, Sentiment from the, on Christian Unity, 31. Government, the true Functions and Prerogatives of, 4. Of Massachusetts, Character of the, 229. Graduated Table, how formed, 257. For 1845-46, 258.

## H.

Haddock, Prof., Report of, on the Schools of N. Hampshire, 309. Henry, James, Jr., Family and School Monitor of, 341. Herbert, Anecdote of, by J. Walton, 29. Holbrook, Josiah, Remarks of, on a Natural System of Education, 278. Hooker, Rev. H. B., Address of, at the Westfield Normal School, noticed, 209. Horseman, Specimen of, 319. Humphrey, Rev. Dr., Address of, at the Dedication of the Westfield Normal Schoolhouse, 52, 75. Hymn at the Dedication of the Bridge-water State Normal Schoolhouse, 32.

## I.

Imitation, Unlucky Instance of, 383. Inquiry, Blank Form of, by the Board of Education, 207. Instruction, Moral, Remarks on, by Mr. Rollo, 318. Irish College, Examination, 272.

## J.

Jackson, James C., Remarks of, on Gluttony, 363. Journals, Educational, Neglect of, 2.



## K.

- Kitto, Dr., Remark of, on Man, 302.  
 Knowledge, Collateral, how to be imparted, 353.  
 Kraitsir, Dr., Views by, on the Significance of the Alphabet, 40.

## L.

- Lawgiver, the, Duties of, 4.  
 Laws, ancient, of Mass., in Regard to Schools, noticed, 57. Now in Force, with Explanations and Notices of Decisions, 145. See *Acts*. Of 1847, relating to Appropriations for Common Schools. The making of Abstracts of School Returns, 367.  
 Laziness, the Evils of, 350.  
 Letter of a Blind Boy to George IV., 286.  
 Le Verrier, Remark of, on the new Planet, 35.  
 Life, the Chances of, 352.  
 Locke Amsden, or the Schoolmaster, Notice of, 321.  
 London Punch, Lines from the, 335.

## M.

- Maine, Account of Education in, 337.  
 Manners of Teachers and Pupils, Remarks concerning the, 181-186.  
 Manual Labor School, Resolves relating to the State, 228. Proposed at New Bedford, 294.  
 Medals dismissed from the Schools of N. Orleans, 352.  
 Mexico and Massachusetts compared, 350.  
 Microscope, American, described, 377.  
 Model Schools, connected with the Normal, Notice of the, 54.  
 Money wasted in War, Benefits that might have been derived from, 16.  
 Moral Instruction, Remarks on, 318, 339, 359.  
 Music, generally cultivated in Germany, 31.  
 Musical Catechism, amusing Specimen of a, 285.

## N.

- Natural System of Education, proposed by Josiah Holbrook, 278.  
 Non-Attendance on the School, Evils and Amount of, 110.  
 Normal School. See *West Newton, Bridgewater, and Westfield*. History of the, in Mass., 72. In Turkey, France, Prussia, 73. Compared with Colleges and Academies, 84. Fitness of, to educate Teachers, 85. Indirect Advantages of, 87, 99. Teachers from, approved, 99. Remarks on, 122. Donations of Books to, 123. Laws relating to, and Regulations of, 217.

- Normal Schoolhouses, New, Expense of erecting the, 53.  
 Notes, Promissory, Forms of, and Usages in Regard to, 357, 369.

## O.

- Obedience of Children, 381.  
 Olive Branch, the, Lines from, 32.  
 Extract from, on the Use of Tobacco by Clergymen, 308.  
 Orphan Boy, Account of, on the Erie Canal, 313.

## P.

- Pastry and Pale Faces, a Scene at Recess in School 284.  
 Phillips, Hon. Jona., Donation of, to W. Newton Normal School, 123.  
 Pig, Learned, Anecdote of a, 16.  
 Power of doing Good, a Thought on, 16.  
 Prevention, the true Economy in Education and Government, 13-15. Recommended by an Example, 281.  
 Printing by Steam, 272.  
 Problem, Amusing Geometrical, 383.  
 Prudential Committees, Acts relating to, 162.  
 Pursuit of Knowledge under Difficulties, Example of the, 343.  
 Pus, not to be pronounced Puss, 384.  
 Putnam, Worthy, Letter of, to the Editor, 17.

## Q.

- Qualifications, the, of Teachers required by Law, 173. To be ascertained by Personal Examination, 173.  
 Questions for the Examination of Teachers at Columbus, Ohio, 364.  
 At Boston, 378.

## R.

- Recesses at School, how perverted, 284.  
 Recitations, Manner of conducting, 289.  
 Recorder, the Boston, Remarks of, on the Use of Tobacco, 27.  
 Religion, Sentiment on, of Dr. Blair, 382.  
 Religious Instruction in Common Schools not to be merely neutral, 86.  
 Religious Liberty, Turkish and English Sentiments on, 30.  
 Report, Tenth Annual, of the Board of Education, 49. On Teachers' Institutes, 49. On the State Normal Schools, 51. Tenth Annual, of the Secretary of the Board, 90. Abstract of Returns, how prepared, 90. Appendix to, 241.  
 Reports of the Board of Education, Laws relating to, 215.  
 Resolves. See *Acts*.  
 Respect to Parents recommended, 303.  
 Returns, School, when and how made, 208.  
 Rodman, Rev. Mr., Hymn by, 32.

Rollo, Mr., Remarks of, on Moral Instruction, 318.

Russell, Lord John, the Flight of, a Poem, 335.

## S.

School Abstracts, Laws and Remarks relating to, 211. Statistical Tables of, 241 - 268.

Schools, Ancient Policy of Mass. in regard to, 57. Apparatus in, 97. See *Common Schools*.

School Books, new, Lists of, 47, 64, 80, 96, 128, 144, 160, 320, 336, 368.

School Committees, Acts relating to, 171. Duties of, in Relation to examining Teachers, 173. To providing Schools when not provided by Prudential Committees, 186. To Schools kept for the whole Town, 188. To visiting Schools, 188. To prescribing and supplying School Books, 191. To the keeping of School Registers, 199. To Inquiries and Returns, 204. Reports of, when and how made, 210. Considerations on the Reports of, 212. Penalties of, for Neglect of Duty, 222, 367.

School Districts, Acts relating to, 161. In adjoining Towns, 163. Union, 169.

School District Taxes, Acts relating to, 166.

School Fund, Present State of, 123. Acts relating to, 224. Of what formed, and how distributed, 225.

Schoolhouses in Mass., what in 1837, 92. Improvements in, 94.

School Registers, Acts relating to, 199. Form of, with Directions, 200.

School Returns, when and how made, 208.

School System of Mass., Remarks on, 124.

Shaw, Chief Justice, Opinion by, in regard to the Right of Towns to raise Money beyond the legal Requirements for Common Schools, 151.

Sidney, H., Advice of, to his Son, 332.

Sigourney, Mrs., Cottage Scene by, 320.

Slips of the Tongue, in Teaching, 273.

Spirit of Love, a Thought on, 298.

Square Root, Processes for the Extraction of the, 270, 276, 315.

Statistical Tables in Relation to the Common Schools of Massachusetts, 241 - 256, 258 - 268.

Sympathy of Birds, Instance of the, 285.

## T.

Talk, how to be improved, 373.

Taxes, School District, Acts relating to, 166.

Teachers' Institutes, Notice of, by the Board of Education, 50. In Mass. in 1846, Account of, 119. Laws relating to, 221.

Teacher's Profession, the Dignity and Importance of, Remarks on, by Rev. H. B. Hooker, 299.

Teachers, qualified, urgent Demand for, 76. To be educated with reference to their Profession, 77. Perplexities of incompetent, 83. Female. See *Female Teachers*. Improved Method of, 99. Written Examinations of, 104. Qualifications of, required by law, 173. Supply of, whence derived, 175. Manners of, considered, 181 - 186. Authority of, in regard to Discipline, and out of School Hours, 194. Slips of the Tongue of, 273.

Territorial Organization of Mass., Acts relating to the, for School Purposes, 145.

TH, the frequent Occurrence of, in the English Language, 367.

Thompson, Hon. Waddy, Mexico and Massachusetts compared by, 350.

Tobacco, Causes of Congratulation on the Disuse of, 27. Condemnation of, by the Editor, and by the Boston Olive Branch, 308, 374.

Towns, the Duty of, to maintain Schools. Acts relating to, 148. Penalties of, for not providing Schools, 222.

Town Committee. See *School Committee*.

## U.

Union School Districts, Acts relating to, 169.

Unity, Christian, what, 31.

Upham, Dr., Remarks of, on the Spirit of Love, 298.

## V.

Viennese Children, the Lines and Remarks on, 33.

Visitation of Schools, Acts relating to, 188.

Voice, Culture of the, in Schools, 36.

## W.

Walton, the Highwayman, Notice of, 9.

Washing recommended by an Anecdote, 287.

Welsh Triads, Specimens of, 331.

Westfield Normal Association, Gathering of, 299.

Westfield State Normal School, Notice of, 52. Views and Plans of, 238.

West Newton State Normal School, Notice of, 51.

Women, uneducated, pitiable Condition of, 297.

Words of Strength, Poetry, 334.

Written Examinations, Advantages of, 190.

## Y.

Youth, Reforms to begin with, 8. A Caution to, 362.

